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ABSTRACT

This handbook is designed to assist persons assigned to lead staff development activities in school districts that are committed to implementing and expanding career education programs and activities. The handbook contains a collection of activities and resources that can be used in master trainer workshops with administrators, teachers, counselors, resource specialists, aides, parents, students, and community representatives. The first of three major sections in the handbook presents a workshop planning guide. Focusing on the workshop process, section 2 presents guidelines for the six activities included in the Master Trainer Workshop Participants Packet. Activity titles include (1) Definition of Career Education, (2) Career Education Goals, (3) Elimination of Bias and Stereotyping, (4) Infusion of Career Education, (5) Community Involvement, and (6) Action Plan. For each activity, the following information is provided: objectives, time, evaluation methods, topic, trainer strategies, and resource references. The final section focuses on the followup process and contains an interview form. (LRA)

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ED183953

Implementing Career Education

Master Trainer Project Handbook

CE 024 754

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Prepared under the direction of the
Personal and Career Development Services Unit

2

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Preface

Career education is a vital force for change in education. The concept, which can be applied to all levels of education, provides for increased opportunities for students to become aware of their own potential, develop a sense of dignity and pride of accomplishment, and gain the confidence to pursue personal goals.

Career education first appeared on the national scene in 1971. Because the concept is so new, relatively few persons are experienced in planning and implementing career education in school and community settings. The *Master Trainer Project Handbook* is intended to help fill that void. It has been prepared for use in staff development programs and to serve as a guide to techniques and strategies for implementing career education.

More specifically, the handbook is designed to assist persons assigned to lead staff development activities in school districts that are committed to implementing and expanding career education programs and activities. It should be viewed as a tool to assist staff development leaders in motivating school personnel, presenting and teaching concepts of career education, and fostering a new focus in education. The handbook contains a collection of activities and resources that can be used in master trainer workshops with administrators, teachers, counselors, resource specialists, aides, parents, students, and community representatives. The activities and resources should be modified, adapted, or adopted as appropriate. Users of the handbook should note that it is designed to be an open ended document. As materials and procedures are modified or developed, the handbook will be revised accordingly.

The primary goal of the master trainer workshops is to train a cadre of 20 to 30 school district personnel to assume leadership roles in implementing career education practices at the school site.

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Other contributors are too numerous to name in this handbook. Many teachers, students, counselors, work experience coordinators, school and district administrators, community resource persons, and parents have participated in master trainer activities in California since August, 1974. Their valuable contributions are acknowledged here.

I. Workshop Planning Guide

Approximately four to six weeks prior to the master trainer workshop, members of the master trainer team, district personnel, and a State Department of Education consultant will meet to plan the workshop. During the planning meeting master trainers or the Department consultant will provide an overview of the workshop purpose and process, identify the workshop components and anticipated outcomes, and discuss the responsibilities of the site personnel.

The following guidelines are intended to serve as the basis for development of the planning day agenda, which should be developed in accordance with local needs. Prior to the planning session, the Department consultant will provide to all workshop leaders and district personnel an outline of the items to be discussed during the planning meeting.

Preparation for the Planning Day

Before meeting with district personnel to plan the workshop, each master trainer should do the following:

1. Become familiar with the *Master Trainer Project Handbook.*
2. Review the planning guidelines for the two-day workshop.
3. Become familiar with the composition of the local planning team and the team's areas of responsibility.
4. Secure any available information on the district and school sites, such as the district's statement of philosophy, goals, and commitment to career education. A directory of the district's schools and staff, enrollment figures, and the district's organizational chart may also be useful. This information should be obtained at least before the workshop.

Outline for the Planning Day Meeting

Agenda items for the planning meeting should include (1) an overview of the purpose and process of the workshop; (2) workshop components; (3) anticipated outcomes; (4) time for participants to react to the process; and (5) the responsibilities of site personnel for the workshop.

Overview of the Workshop Purpose and Process

In providing an overview of the workshop purpose and process, the master trainer should do the following:

1. Describe the purpose and process of the master trainer project as follows:
   - To train selected district staff members to provide to other district personnel training in career education
   - To provide to districts strategies and a design for implementing career education
   - To develop an action plan for implementing career education
2. Present and discuss materials that might be used in the workshop.

Workshop Components

The following components and techniques should be discussed in detail:

1. Definition of career education
2. Goals for career education
3. Infusion of career education concepts into the instructional program and guidance activities
4. Community involvement
5. Action plan
6. Optional components (sex bias, school improvement under AB 65, career centers, and so forth)

Anticipated Outcomes

Anticipated outcomes, including the following, should be highlighted:

1. A cadre of district staff will be trained to (a) provide to other district personnel training in career education; and (b) initiate efforts to infuse career education into the overall curriculum.
2. Participants will receive information on research efforts of other districts, state and national models, and curriculum dissemination.
3. Participants will receive information pertaining to needs assessment and testing and evaluation.
4. Possible sources of funding will be discussed.
5. A training kit will be provided for use in further in-service training.
6. Participants will develop such workshop products as sample definitions, infusion units, a community resource file, and action plans.

Reactions, Questions, and Discussion

The local planning team should be allowed some time to react to the overall process and to raise questions about it. The discussion should include possibilities for amending the process to meet local needs. When the discussion has been completed, the participants should develop the agenda for the workshop.

Responsibilities of Site Personnel

Site personnel should be prepared to (1) commit up to ten staff members for one day to plan the workshop with the master trainer team; (2) release 20 to 30 people for two full days to participate in the workshop; and (3) release at least ten people six to 12 weeks after the workshop for an evaluation and follow-up session.

The site contact person should delegate or assume the responsibility for gathering all the materials produced at the workshop (units, definitions, action plans, and so on) and for producing a written report of the workshop proceedings after the workshop has been conducted.

Suggested participants. If possible, workshop participants* should include teachers from the elementary, intermediate, and secondary levels; counselors; administrators; resource specialists; classroom aides; high school students; parents; and community representatives.

In the selection of participants, special emphasis should be placed on potential participants' interest in career education and their enthusiasm for infusing the concept into the overall school curriculum.

*As prerequisites for participation all persons selected to participate should make a commitment to attend the workshop for the full two days and to provide the training and/or implement career education in the district.

Letter to participants. A letter must be sent by the district to all individuals selected to participate in the workshop. This letter should inform the individuals of their selection and provide certain information about the workshop purpose and process. (A sample letter, which can be adapted to local needs, is provided on page 4.) The letter should be signed by the superintendent or his or her designee. A roster of participants should be mailed to the Department consultant prior to the two-day workshop.

Equipment, materials, and facilities. Site personnel should be prepared to provide the following equipment, materials, and facilities:

1. A filmstrip projector and compatible tape recorder
2. Duplicating equipment and facilities for duplicating
3. A meeting room that can accommodate a large group (25 to 50 persons) and that has adequate projection facilities and adjunct areas for small-group meetings
4. An overhead projector, movie projector (16 mm), screen, extension cord, spare bulbs, grease pens, and blank transparencies
5. Paper, pencils, and felt-tip pens
6. Small file cards
7. Poster paper and masking tape or cellophane tape
8. A videotape recorder (optional)
9. Refreshments (Lunch arrangements should also be made.)
10. Copies of the workshop agenda, roster of participants, and workshop proceedings

Sample Letter to Workshop Participants

(To be adapted as necessary, typed on the district's letterhead, and signed by the superintendent or his or her designee.)

(Date)

Dear Workshop Participant:

You have been selected to participate in a career education master trainer workshop and thereby become a peer trainer to assist your colleagues in implementing the concepts of career education in this district.

At this point you may want to ask, "Why me? What's a peer trainer? What does the master trainer workshop involve? What does 'infusion' mean?"

The following explanations should answer these questions for you.

1. *"Why me?"*

   We have selected participants on the basis of the following criteria: leadership capabilities, innovativeness, and representation from all levels and disciplines.

2. *"What's a peer trainer?"*

   In the course of conducting statewide workshops, the career education staff of the California State Department of Education discovered that they could not effectively meet all the demands for career education in-service training. Therefore, they decided to train local personnel who could, in turn, train their peers through master trainer workshops.

3. *"What does the master trainer workshop involve?"*

   The master trainer workshop process has been divided into five components: (1) definition of career education; (2) career education goals; (3) infusion of career education into instructional and guidance activities; (4) community involvement; and (5) action plan. When you have completed the master trainer workshop, you will understand what career education is and is not; and you will have printed materials, media materials, and examples of successful activities for use in your peer training workshops.

4. *"What does 'infusion' mean?"*

   In simple terms "infusion" is a teaching process whereby the concepts of career education are integrated with subject-matter content and guidance activities.

Our district is strongly committed to implementing career education, and your participation in this workshop will contribute greatly to this effort.

If you have questions, please contact me.

Sincerely,

(Superintendent or designee)

II. The Workshop Process

The *Master Trainer Project Handbook* includes numerous suggested strategies that can be used to teach or reinforce various career education concepts. The strategies can be adapted, adopted, or omitted as appropriate to the needs or goals of the particular group.

Regardless of the strategies or sequence chosen, trainers should do the following in preparing and presenting in-service training sessions:

1. Determine the priorities and needs of the target audience members.
2. Involve the group members in each activity to develop group cohesiveness and motivation.
3. Conduct periodic assessments to determine how the group is progressing and the areas in which group members are confused.
4. Meet with site representatives and the other members of the master trainer team at the end of the first training day to make any needed modifications.
5. Combine content information relative to career education with group activities, and direct participant involvement.

Sample Workshop Agenda

First Day

8:00 a.m.	Registration and coffee
8:15	Welcome and introductions
8:25	Career education in the school district
8:40	Orientation to small-group activities
8:45	Orientation to the master trainer process
8:50	Film: *Hey! What's Happening?*
9:30	Development of definitions—small groups
10:00	Sharing of definitions—large group
10:15	Break
10:30	Goal setting—"Decisions! Decisions!"
10:55	Development of goals—small groups
11:25	Sharing of goals—large group
11:40	Discussion of participants' expectations
11:50	Lunch
1:00 p.m.	Sex bias, sex discrimination, and sex stereotyping—large group
2:00	Community involvement—large group
3:00	Close

Second Day

8:00 a.m.	Coffee
8:15	Introduction to the infusion process—large group
8:35	Newspaper activity—small groups
9:00	Sharing of newspaper activity results—large group
9:15	Development of infusion strategies—small groups
9:50	Sharing of infusion strategies—large group
10:15	Break
10:30	Articulation of career education—large group
10:45	Development of action plans—small groups
11:50	Lunch
1:00 p.m.	Sharing of action plans—large group
1:30	District presentation
3:00	Close

Introduction

Objective, time, and evaluation method	*Topic*	*Trainer strategies*	*Resources/references*
Objective: By the end of the workshop, the participants will be able to describe the master trainer process and utilize at least one of the opening activities provided. *Time:* 30—40 minutes *Evaluation method:* Questions asked by the participants	Welcome and introductions Goals of the workshop Career education in the district	• Welcome the participants, and introduce the trainers. • Review and discuss the workshop goals to be accomplished over the two-day period. • Provide a general overview of career education, explain the role of the workshop participants in implementing career education, and identify expected outcomes. • Invite the district coordinator for career education to present an overview of career education within the district. • Ask the participants to identify their goals. • Conduct one of the listed opening activities to direct the group's efforts toward career education.	Workshop packet and transparencies "Goal Setting" "Ten Great Americans" "What Would You Predict the Future Held for These Young People?" "Get Acquainted Exercise"

Goal Setting

The following is a simple, nonthreatening preevaluation/postevaluation.

1. Hand out small file cards to each participant. Ask the participants to write their names at the top and then to answer the following questions.

   a. What one goal do you have for this workshop?
   b. What concerns or questions do you have related to career education?

2. Collect the cards after the participants have answered the questions. Review the responses during the first small-group session; try to address each concern during the training.
3. Return the cards to the participants at the end of the workshop. Ask them to indicate on the cards whether their goals were met and their concerns were alleviated.

Ten Great Americans

This activity is designed to promote thinking about careers.

1. Ask the participants to take a piece of paper and number from 1 to 10; tell the participants that they may *not* ask questions during this exercise. (Be sure that you do not permit them to ask questions.)
2. Ask the participants to list the names of ten famous Americans on their sheets of paper.
3. Once the participants have completed their lists, ask them to draw three columns to the right of the list.
4. Ask the participants to place in the first column a check by the name of each person who is still living.
5. Ask the participants to place in the second column a check by the name of each person who is a member of a minority group (for example, Spanish surname, black, Oriental, and native American).
6. Ask the participants to place in column three a check by the name of each female.
7. Ask the participants to count the total number of checks. (A total of 30 checks is possible.) Tally the number of participants in the various ranges of correct answers (20—30 checks, 15—19, 10—14, and so forth).
8. Ask for volunteers to share their lists. (This is a good opportunity to discuss the various careers represented on the lists.)

What Would You Predict the Future Held for These Young People?

Read each of the descriptions provided below. If you believe the individual's potential for success was high, place a check in the box next to the "H." If you believe the person's potential for success was low, place a check in the box next to the "L."

Mr. A was of medium height, thin, and wore glasses and flashy clothes. He was toothy, with an unpleasant grin. He spoke distinctly and hesitantly. In college he was so cocky, hot tempered, boyish, and nervous that his classmates considered him eccentric. But he proved to be a fine student, with deep and wide interests. After graduation he was unable to decide what he wanted to do with his life. Later, he joined the army.

☐ H
☐ L

Ms. B was the child of poor, sickly parents. Her mother was mentally unstable and her father an alcoholic, itinerant preacher. Her childhood was marked by hunger, fear, and sorrow. At age twelve she ran away to live with her grandmother but rebelled against the strict discipline. Later, she moved in with an aunt and began teaching school until tuberculosis forced her to quit to recuperate.

☐ H
☐ L

Mr. C was the son of stern, religious, and strictly honest midwestern parents of moderate circumstances. He was a bright young man with high mechanical aptitude, and he was fond of baseball. He dreamed of becoming rich and famous. After an early career in the U.S. Navy, his supervisor on his first job rated him "fast, accurate, sober, honest, and industrious." He was held in high esteem by his friends in the local church.

☐ H
☐ L

Ms. D, born and raised in Illinois, was the daughter of a prominent businessman and politician. Her mother died when Ms. D was a baby. As a child she was weak, afflicted by a spinal defect that later forced her to drop out of medical school. An avowed pacifist, her acquaintances called her the "champion of lost causes."

☐ H
☐ L

Mr. E was an orphan from a small Missouri town. A frail and sickly child, he grew to be an incurably shy teenager, traveling from town to town, entering and dropping out of schools, and doing odd jobs from washing pots to working in a laundry. Sloppy and careless in dress, he loved art, music, and the soil. He graduated from high school at age twenty-one. He wanted to follow art as a career, but his teachers told him to forget it, and he did.

☐ H
☐ L

Ms. F, the second of three children, was born into a moderately prosperous family in the Southwest. Her deportment was satisfactory, and her teachers rated her above average as a student. She was attractive and showed promising writing talent. Her strong points were loyalty, initiative, and daring. In her first job as a waitress, she met many judges and law enforcement officials, who influenced her later life.

☐ H
☐ L

Mr. G was red-haired, sturdy, obstinate, arrogant, and uncommonly self-assured. Possessing a speech impediment, he hated school. He refused to study anything that didn't interest him; he was always at the bottom of the scholastic achievement list. He joined the army, where he became a wild and careless soldier but received several medals for bravery. Later, he went into politics but was quickly thrown out of this career.

☐ H
☐ L

Mr. H, a child of middle class parents, was extremely devoted to his mother. Although his deportment was excellent, his school grades were poor. As a teenager he dressed well, wrote poetry, loved drawing and painting, and showed a passionate interest in politics. But he lacked discipline and worked when he pleased. He joined the army, where he was rated an excellent soldier; he was cited for bravery under fire. He won every medal accessible to his rank.

☐ H
☐ L

Answer Key for "What Would You Predict the Future Held for These Young People?"

Mr. A—High potential (Theodore Roosevelt)

Ms. B—Low potential (Dorothy Dix)

Mr. C—High potential (John Dillinger)

Ms. D—Low potential (Jane Adams)

Mr. E—Low potential (George Washington Carver)

Ms. F—High potential (Bonnie Parker)

Mr. G—Low potential (Winston Churchill)

Mr. H—High potential (Adolf Hitler)

Get Acquainted Exercise

You have ten minutes to get as many initials as possible of people who fit the descriptions given below.

_____ Someone whose birthday is in the same month as yours

_____ Someone who was born in the state that you were born in

_____ Someone who has been to Europe

_____ Someone who wears the same size shoe as you

_____ Someone who has the same last initial as you

_____ Someone who has the same hobby as you (Specify the hobby. _____)

_____ The individual who is the tallest person in the room

_____ Someone who has the same job you have (being a student is a job)

_____ Someone who makes her or his own clothes

_____ Someone who has won an award within the last two years

_____ Someone who has the same make of car as you or your parents

_____ Someone who has the same ambition as you

_____ The individual who is the shortest person in the room

_____ Someone who has never been out of California

_____ Someone who has appeared in a play

_____ Someone who wears a tie

_____ Someone who likes Italian food

_____ Someone who does not like Mexican food

_____ Someone who is good at growing plants

_____ Someone whose favorite color is the same as yours

_____ Someone who water-skis

_____ Someone who knows a famous movie star

Your name: _____

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Activity 1.0

Definition of Career Education

1.1 Large-group activity

1.1.1 Introduction

1.2 Small-group activity

1.2.1 Individual reading

1.2.1.1 Premises underlying career education

1.2.1.2 Key ideas

1.2.1.3 Definition of career education

1.2.2 Group development of career education definition

1.2.3 Group sharing of career education definitions on poster paper

1.2.4 Presentation of small-group definitions to the large group

1.3 Large-group activity

1.3.1 Discussion of the small-group definitions by the large group

1.3.2 Consensus definition

(Page 2 of the *Workshop Participant's Packet*)

1.0 Definition of Career Education

Objective, time, and evaluation method	*Topic*	*Trainer strategies*	*Resources/references*
Objective: By the end of the workshop, the participants will be able to define career education. *Time:* 75—80 minutes *Evaluation methods:* Completed definitions Leaders' observations of the workshop process	Definition of career education Basic premises of career education Key ideas Sample definitions of career education	1.1 Introduce the concept of career education to the large group by showing the film *Hey! What's Happening?* 1.1.1 Discuss the reasons that people work. 1.1.2 Discuss the fact that individuals differ in their interests, aptitudes, abilities, values, and attitudes. 1.1.3 Impress upon the participants that work can be a tool for positive social and environmental change. 1.1.4 Show that work and career may include nonpaying activities. 1.1.5 Emphasize that individuals must be adaptable in a changing society. 1.1.6 Point out the value of long- and short-range goals in life. 1.1.7 Make sure that participants understand their own feelings of satisfaction gained from work. 1.1.8 Discuss the fact that an individual's occupation may satisfy personnel needs not held by others. 1.1.9 Explain that an occupation can provide a means for self-development and self-expression. 1.1.10 Discuss the similarities and differences between work and leisure. 1.1.11 Help participants recognize the boredom, frustration, and lack of meaning that can be experienced in an occupation. 1.1.12 Point out that there are many training routes to job entry. 1.1.13 Be sure participants understand how a lifestyle can be influenced by an occupational choice.	Film: *Hey! What's Happening?* (16 mm, 30 minutes; available from California State Department of Education, Office of Information, 721 Capitol Mall, Sacramento, CA 95814; 916-322-6140)

1.0 Definition of Career Education (Continued)

Objective, time, and evaluation method	*Topic*	*Trainer strategies*	*Resources/references*
		1.2 Discuss the fact that the film provides a perspective on career education and the fact that district goals provide a basis for career development.	
		1.3 Discuss the fact that much is heard about career education but that people look at the concept on the basis of their own perspectives. (A common basis for defining career education facilitates communication on career education concepts.)	
		1.4 Have the participants form small groups. Direct the attention of the workshop participants to page xx of their packet of materials; ask them to read the "Career Education Information Sheet."	"Career Education Information Sheet" (pages 3-4 of the *Workshop Participant's Packet*)
		1.5 While the participants are reading, give to each group a large piece of poster paper and a marking pen.	Large pieces of poster paper and large marking pens for each group
		1.6 Ask the groups to develop a definition of career education based on their reactions to the movie, the data on the information sheets, and their own experiences. Each group is to select a recorder, who will write the group's final definition on the poster paper. The recorder will also serve as the spokesperson for the group. Allow 20—30 minutes for this activity. Near the end of the allotted time, give a warning so that participants will conclude their work.	
		1.7 Ask the groups to post their definitions on the wall and then to summarize to the entire group their definitions and any important points made during the development of the definitions.	Definitions from each group (written on poster paper)
		1.8 Summarize the key points and the purpose of the activity (to develop a common interpretation of career education and to generate discussion of the concept).	
		1.9 If the participants so desire, have the large group formulate a consensus definition. *NOTE:* It is not critical to achieve closure on one definition in any given activity period.	

Career Education Information Sheet

What is career education? Perhaps the easiest way to define career education is to examine what career education is *not*. First of all, career education is not vocational education. Although both are concerned with the world of work, the terms are not synonymous. Career education is designed for all students from kindergarten throughout their adult lives; vocational education involves job entry training for a certain percentage of students. Second, career education does not have to be an added class. It can involve work with existing classes and infusion of the concepts of career education into the current curriculum. Finally, career education is not merely a process of exposing students to the occupational opportunities available to them.

Career awareness is an important component of the career education idea, but it is only one part of the total concept. As one teacher said, "Most teachers start out thinking of career education as being career awareness; what the available jobs are. But it's really much more. You're not preparing students for specific jobs; you're preparing them to be functioning, satisfied people in life."

So career education is neither vocational education nor an added program, and it does not involve just telling students about various careers. It is a specific approach to education—one way to teach students the many skills they'll need to find satisfying roles in life. Career education is not a rigid formula. It is simply a concept, and there are many different methods that can be used to translate the basic principles of career education into a specific program.

The basic premises of career education are as follows:

1. Students are motivated to learn more in school if they understand the relationships between what they are learning and the world of work.
2. Basic academic skills, a personally meaningful set of work values, and good work habits are adaptability tools needed by all persons who work in today's rapidly changing society.
3. Career development is a part of human development, and it begins in the preschool years and continues throughout life.
4. A specific occupational choice represents only one of the choices involved in career development.
5. Opportunity for full career development must be ensured by eliminating discrimination and occupational stereotyping and by encouraging students to explore occupations in nontraditional areas.
6. Career decision-making skills, job-seeking skills, and employment skills can be learned by most individuals. Once learned, these skills can enhance career development.
7. Most adults will go through the interrelated processes of career planning, career preparation, and decision making several times in their lives.
8. An individual's style of living is significantly influenced by the work the person engages in.
9. The relationships between education and work are more meaningful to students when career education concepts are infused into all subject matter.
10. The understanding and acceptance of self is important throughout life and relates directly to career aspirations.

From the above premises the following key ideas and terms emerge:

- *Articulation:* Infusion must be coordinated from developmental level to developmental level and from subject matter to subject matter.
- *Career:* The term "career" means the individual's total life experience.
- *Comprehensive:* Career education begins with the very young child and continues through the entire kindergarten through grade twelve educational continuum.
- *Cope:* Through decision-making activities and other career education activities, the learner acquires the ability to understand and respond to situations in the real world.
- *Decision making:* A well-planned career education process offers to students a wide range of experiences so that they can make choices concerning both work and leisure that are appropriate to their own interests, attitudes, and aptitudes.
- *Fairness:* "Fairness" means freedom from stereotyped roles based on sex, race, or handicap.
- *Individual:* Career education focuses primarily on the needs of each student and not on the institution.
- *Infusion:* Infusion of career education into the curriculum is accomplished by integrating career experiences into existing subject matter.
- *Leisure:* "Leisure" is defined as freedom from required effort. The rewards of leisure-time activities include both the doing and the end product.
- *Life-span:* The process of career education is a lifelong process.
- *Process:* Career education is not a program, project, or separate course; it is a series of experiences that permeates the entire educational program, including the application of basic academic skills to life situations.

Any career education definition incorporating these key ideas will serve as a basis for meaningful communication about career education. Instead of learning a given definition, develop your own definition, one that is adapted to the special needs of your school, district, and community.

Career education has been defined in many ways. The two definitions provided below contain some of the viewpoints and essential ideas that are common to most definitions.

The U.S. Office of Education has developed the following definition:

> In a generic sense, the definition must obviously be derived from definitions of the words "career" and "education." In seeking a generic definition for career education, these words are defined as follows:
>
> Career is the totality of work one does in his or her lifetime.
> Education is the totality of experiences through which one learns.
>
> Based on these two definitions, career education is defined as follows:
>
> Career education is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living.

The draft version of the "California Plan for Career Education" contains the following definition:

> *Career education* is a comprehensive lifelong educational process which encourages and enables all individuals at all levels of their development to make appropriate personal applications of learning in order to prepare for and achieve a satisfying career and life-style.

Activity 2.0

Career Education Goals

2.1 Large-group activity

2.1.1 Explanation of the activity

2.2 Small-group activity

2.2.1 Reading of the goals individually

2.2.2 Ranking of the goals in accordance with your priorities

2.2.3 Discussion of the rankings with other members of your group and reaching a consensus ranking for the group

2.3 Large-group activity

2.3.1 Small-group ranking report to the large group

2.3.2 Discussion of the total composite of the rankings

(Page 5 of the *Workshop Participant's Packet*)

2.0 Career Education Goals

Objective, time, and evaluation method	*Topic*	*Trainer strategies*	*Resources/references*
Goal: By the end of the workshop, the participants will be able to identify career education goals related to their teaching assignment. *Time:* 40—50 minutes *Evaluation methods:* Consensus on career education goals Leaders' observations of group participation	Group consensus Career education goals Priorities in career education	2.1 Introduce the concept that goals in curriculum development provide the basis for instructional activities; now that the group has a definition of career education, what are the directions it should be taking? 2.2 Present the "Decisions! Decisions!" activity as a way of focusing on priorities in career education. Distribute the "Decisions! Decisions!" rank order sheet, and summarize the instructions. 2.2.1 Have individual participants rank order the gifts listed on the activity sheet. 2.2.2 Have the small groups determine a consensus ranking of the gifts. (Read the following statement to the groups.) "This is an exercise in group decision making. Your group is to employ the method of group consensus in reaching its decision. This means that the ranking of each of the items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try as a group to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus: • Ask questions of the members of your group so that the members will consider the alternatives. • Avoid using a majority vote in reaching your decision. • View differences of opinion as a help rather than a hindrance in decision making.	"Decisions! Decisions!"

2.0 Career Education Goals (Continued)

Objective, time, and evaluation method	*Topic*	*Trainer strategies*	*Resources/references*
		2.3 Distribute to each participant a complete list of goals or a set of goal cards (total of eight goals). *NOTE:* Be sure participants understand that the numbers on the goals list or goal cards do not indicate a preferred order; rather, the numbers are provided to facilitate discussion.	Career education goal cards (The goals can be printed on cards or on heavy paper, cut apart, and used in a sorting [prioritizing] activity.) "Career Education Goals" (page 6 of the *Workshop Participant's Packet*)
		2.4 Ask the participants to read each career education goal and to rank order their goal cards in accordance with their own perspective and subject area. After the participants have ranked the goals in order, have each group list the order for each goal on the "Small-Group Consensus Chart." (Provide only one chart per group.)	"Goal-Ranking Chart" (page 8 of the *Workshop Participant's Packet*)
		2.5 When the charts have been completed, have each group add the raw score for each goal (a goal ranked number 1 has a raw score of 1, and so on).	"Small-Group Consensus Chart" (page 9 of the *Workshop Participant's Packet*)
		2.6 Ask the groups to report their rankings, and list the results on a transparency. *NOTE:* The purpose of this activity is to examine critically career education goals and to discuss perspectives and implications of career education further. (There is no intent to develop a chronological ranking.)	Transparency: "Small-Group Consensus Chart" Overhead projector Grease pens

Career Education Goals

Once you have defined career education, you will need a set of guidelines for planning, promoting, implementing, and evaluating your career education activities.

The overall goal of career education is to develop and sustain in students the skills and attitudes they need to assess, select, prepare for, and pursue a satisfying career and life-style.

On the basis of the definition of career education, and the overall goal of career education, eight career education goals have been identified. These goals apply, in varying degrees, to all learners throughout the career development process. As listed below, these goals provide a foundation for reorienting curricula, instructional activities, guidance services, and community involvement.

1. *Attitude development:* Develop positive attitudes toward learning, work, leisure, and individual and cultural differences regardless of sex, race, or handicap.
2. *Basic skills:* Master the skills that are essential to preparation for and success in a constructive and satisfying career.
3. *Career awareness and exploration:* Develop an early and continuing awareness of career options and opportunities; and explore these in relation to personal values, interests, and aptitudes, which change as one matures.
4. *Career decision making:* Engage in a career development process designed to increase knowledge of self, work, leisure, and society; and apply this knowledge in making appropriate decisions along the career development continuum.
5. *Consumer and economic awareness:* Understand the contribution of work to the economic system, and acquire the consumer competencies needed to make appropriate decisions in the use of individual resources.
6. *Educational awareness:* Recognize that all educational experiences are integrated with total career development and preparation.
7. *Occupational preparation:* Develop the competencies needed to enter an educational or occupational level or progress to the next educational or occupational level.
8. *Self-awareness:* Develop a positive attitude toward self and others, a sense of self-worth, and the motivation to accomplish personal goals.

(Page 6 of the *Workshop Participant's Packet*)

Career Education Goal Cards

1. Attitude development

Develop positive attitudes toward learning, work, leisure, and individual and cultural differences regardless of sex, race, or handicaps.

2. Basic skills

Master the skills that are essential to preparation for and success in a constructive and satisfying career.

3. Career awareness and exploration

Develop an early and continuing awareness of career options and opportunities, and explore these in relation to personal values, interests, and aptitudes, which change as one matures.

4. Career decision making

Engage in a career developmental process designed to increase knowledge of self, work, leisure, and society; and apply this knowledge in making appropriate decisions along the career development continuum.

5. Consumer and economic awareness

Understand the contribution of work to the economic system, and acquire the consumer competencies needed to make appropriate decisions in the use of individual resources.

6. Educational awareness

Recognize that all educational experiences are integrated with total career development and preparation.

7. Occupational preparation

Develop the competencies needed to enter or progress to the next educational level or occupational level.

8. Self-awareness

Develop a positive attitude toward self and others, a sense of self-worth, and the motivation to accomplish personal goals.

Decisions! Decisions!

You are from another planet, and you are on a secret mission here on earth. You have the ability to do amazing things, but since this is a special and experimental space program, you have been limited as to what you may do. Your job is to provide an Earthling with a successful career. All you know about the Earthling is that he or she was born into his or her present circumstance and that he or she has next to nothing, except the clothes he or she is wearing. To do your job successfully, you must give the person just those gifts from the list below, making sure he or she receives them in the order of their importance. Your task is to rank order these items in terms of their value to a person's career as you see their importance. Place the number *1* by the item you believe is most important, the number *2* by the item you believe is second most important, and so on. Be sure to assign a number to every item.

Rank order	*Gifts*
_____	Good health
_____	Automobile
_____	Positive self-esteem
_____	Telephone
_____	Marketable skill
_____	Credit card
_____	Friends
_____	Balanced diet
_____	Sound family relationship
_____	Ability to read and write
_____	Above average intelligence
_____	$500
_____	Adequate shelter
_____	High school diploma
_____	B.S. degree
_____	Ability to relate well to others
_____	A small business (shoe store, grocery, cafe)

Goal-Ranking Chart

1. ☐ Attitude development
2. ☐ Basic skills
3. ☐ Career awareness and exploration
4. ☐ Career decision making
5. ☐ Consumer and economic awareness
6. ☐ Educational awareness
7. ☐ Occupational preparation
8. ☐ Self-awareness

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Small-Group Consensus Chart

Goals	Group member									Raw score	Rank
	1	2	3	4	5	6	7	8	9		
1. Attitude development											
2. Basic skills											
3. Career awareness and exploration											
4. Career decision making											
5. Consumer and economic awareness											
6. Educational awareness											
7. Occupational preparation											
8. Self-awareness											

(Page 10 of the *Workshop Participant's Packet*)

Activity 3.0

Elimination of Bias and Stereotyping

3.1 Large-group activity

3.1.1 Awareness activity

3.2 Small-group activity

3.2.1 Situations invoiving stereotypes

3.2.2 Groups' interpretations of and reactions to situations

3.3 Large-group activity

3.3.1 Reports from Activity 3.2 to the large group

3.4 Large-group activity

3.4.1 Presentation on achieving equal opportunity education

3.4.2 Presentation on evaluating instructional programs and curriculum materials for bias and stereotyping

(Page 11 of the *Workshop Participant's Packet*)

Introduction

As educators, we must accept the fact that students are individuals—that they come from dissimilar heritages and have dissimilar skills and expectations. A goal in education is to acknowledge these differences and to encourage the use of a variety of programs or projects so that all students will have the opportunity to develop to their highest potential in accordance with their personal objectives.

The development of human potential is often restricted by stereotypes related to age, sex, and handicap. Stereotypes limit the vocational choice and occupational opportunities open to individuals. A need exists to focus on the needs of individuals who now suffer inequities in education and employment as well as the under utilization and underestimation of their talents and skills. To meet the needs that arise from inequities in education and employment requires open attitudes and nondiscriminatory policies and practices in educating and training all persons for satisfying, nonstereotyped careers and life roles.

Activity 4.0

Infusion of Career Education

4.1 Large-group activity

4.1.1 Discussion of the infusion process

4.2 Small-group activity

4.2.1 Development of individual infusion units, using the prescribed format

4.2.2 Brief discussion of units with other members of the small group

4.2.3 Selection of a unit to present to the large group

4.3 Large-group activity

4.3.1 Sharing of units selected by the small groups

(Page 12 of the *Workshop Participant's Packet*)

4.0 Infusion of Career Education

Objective, time, and evaluation method	*Topic*	*Trainer strategies*	*Resources/references*
Objective: By the end of the workshop, the participants will be able to develop an example of the infusion process. *Time:* Approximately two hours *Evaluation method:* Completed instructional unit Leaders' observations of participation and discussions	Features of career education Definition of infusion Career education supportive concepts Infusion process	4.1 Review and explain the essential features of career education: • Developmental features • Infusion (See item 4.2.) • Community involvement Emphasize that career education supports the ongoing career development of individuals and that persons go through identifiable stages in their career development: • Fantasy stage • Tentative stage • Realistic stage • Establishment stage (This stage may be repeated several times.) • Maintenance stage • Decline stage 4.2 Present an explanation of infusion to the participants. 4.3 Show the slide/tape presentation *Infusion*. Discuss the key points from the presentation.	Transparency: "Strands of Career Education" *Infusion* (A slide/tape presentation available from Personal and Career Development Services Unit, California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814; 916-445-2575 or 322-6352)

Infusion of Career Education (Continued)

Objective, time, and evaluation method	*Topic*	*Trainer strategies*	*Resources/references*
		4.4 Conduct the following newspaper activity:	"Supportive Concepts for Each Career Education Goal" (pages 12—14 of the *Workshop Participant's Packet*)
		4.4.1 Identify supportive concepts for each career education goal.	
		4.4.2 Provide a newspaper article in which the career education concept is illustrated.	Illustrative newspaper story
		4.4.3 Have the participants form small groups of four to six persons; assign each group one or two of the career education goals, and give each one several current newspapers (preferably from large cities).	Copies of daily newspaper (at least one per team)
		4.4.4 Have the participants find articles related to the career education goal.	
		4.4.5 After an appropriate period of time, ask the representative from each group to report on at least one article. Have the representatives: • Identify the goal and concept addressed. • Summarize the article. • Identify the course/unit in which the article would be used.	
		4.5 Ask the participants to develop an individual infusion unit/lesson, using the format provided. (Illustrate the format with the finished examples.) After each participant has designed a lesson, have the group members share their ideas. Ask each group to choose a lesson to report on to the large group.	"Infusion Activity" planning sheets (pages 18—20 of the *Workshop Participant's Packet*)

Explanation of Infusion

If career education were simply an "add on," we would only have to provide new educational materials to supplement or replace existing materials. Instead, we must integrate career education concepts into the total educational structure. When career education concepts are to be infused into the ongoing curriculum, a process or teaching technique and additional content are involved. The career education goals and concepts are included in accordance with the degree to which the current curriculum lends itself to the topic. However, the normal content should not be replaced. Career education infusion activities should reflect specific curriculum content that students should master and a particular career education goal or concept. The assumption is made that career education concepts are integrated throughout the total kindergarten through grade twelve curriculum. Therefore, an infused activity would seldom require "mastery" of a career education goal in its entirety. The current curriculum content and the particular career education goal or concept should become so intermeshed, or infused, that neither is dominant. Many people support the analogy that the curriculum could be represented by coffee and career education by cream; when they are mixed or blended, a different ("infused") product results. The product of infused activities should heighten the relevance or practicality of the curriculum content, thereby increasing the student's motivation and comprehension. By definition, then, "infusion" is a strategy whereby the concepts of career education are integrated with subject-matter and guidance activities.

Supportive Concepts for Each Career Education Goal

Career education and the career education process involve reorientation of instructional programs and guidance programs and are based on the following concepts to enable individuals to associate learning with career applications, implications, and options.

For each career education goal, basic concepts have been identified. The following outline shows the goals expanded to include the concepts.

1. Attitude development

   Goal:

   Develop positive attitudes toward learning, work, leisure, and individual and cultural differences.

   Supportive concepts of career education:

   a. Work means different things to different people.

   b. Personal relationships with co-workers are important to job satisfaction.

   c. An individual's attitude may affect experiences in an occupation.

   d. Relating attitudes and interests to characteristics of occupations improves the probability of satisfaction with one's occupational choice.

   e. Individuals work to meet personal and social needs and to obtain various rewards or satisfactions.

   f. Worthwhile use of leisure time is vital to mental and physical health.

   g. Each individual has a contribution to make to the world of work.

   h. There is dignity in work.

   i. Work is important to the worker and to society.

2. Basic skills

   Goal:

   Master the basic skills that are essential for successful preparation for a constructive and satisfying career.

   Supportive concepts of career education:

   a. Knowledge and skills in different subjects are related to performance in different work roles.

   b. A direct relationship exists between education and an individual's employability.

3. Career awareness and exploration

   Goal:

   Develop an early and continuing awareness of career options and opportunities; and explore these in relation to changing personal values, interests, and aptitudes.

(Pages 13—15 of the *Workshop Participant's Packet*)

Supportive concepts of career education:

a. A wide variety of occupations may be classified in several ways.

b. Information about occupations is needed by all individuals.

c. Individuals are oriented to data, people, and things.

d. Jobs are grouped by job families, or clusters.

e. Individuals may find many jobs that are suitable for them.

f. Society is dependent on the work of many people.

g. People do many kinds of work.

h. Career areas have a hierarchical structure.

4. Career decision making

Goal:

Develop an understanding of the interrelationshops among self, work, leisure, and society; and apply this knowledge in making wise decisions along the career development continuum.

Supportive concepts of career education:

a. Environment and individual potential interact to influence career development.

b. Individuals must be adaptable in a changing society.

c. Job specialization creates interdependency.

d. Technological progress eliminates changes and creates jobs.

e. Supply and demand help determine occupational choice.

f. Occupational choice affects the individual's life-style.

g. Occupational choice is a developmental process.

h. Some individuals live in a particular geographical location because of the nature of their work.

i. Leisure-time activities may affect occupational choice.

j. Geographical settings affect work.

k. Individuals are responsible for their own career planning.

l. Finding out about one's self, interests, and abilities is important in decision making.

5. Occupational preparation

Goal:

Develop the competencies needed for entry into an occupation or progression to the next educational or occupational level.

Supportive concepts of career education:

a. Knowledge and skills in different subjects are related to performance in different work roles.

b. There are many training routes to job entry:

c. Jobs in the future will be different from past jobs.

d. There is need for cooperation in work.

e. There are identifiable attitudes and behaviors that enable one to obtain and hold a job.

f. Work experience facilitates career decision making.

6. Educational awareness

Goal:

Recognize that all educational experiences are integrated with total career development and preparation.

Supportive concepts of career education:

a. A relationship exists between commitment to education and work and the availability and utilization of leisure time.

b. In the future individuals may have to be involved continually in retraining for maintenance of occupational status.

c. Individuals require education to cope with a changing society.

d. Education and work are interrelated.

e. School is part of the preparation for a life of work.

7. Consumer and economic awareness

Goal:

Understand the contribution of work to the economic system, and acquire the consumer competencies needed to make wise decisions in the use of individual resources.

Supportive concepts of career education:

a. Economic and political forces create changes in employment opportunities.

b. Occupations exist for society's purposes; all jobs contribute to society's ways of living.

8. Self-awareness

Goal:

Acquire a positive attitude toward self and others, a sense of self-worth, and the motivation to accomplish personal goals.

Supportive concepts of career education:

a. Individuals differ in their interests, aptitudes, abilities, values, and attitudes.

b. The understanding, acceptance, and development of self is a lifelong process and is constantly changed and influenced by life experiences.

c. People have dignity.

d. Hobbies and interests may lead to a vocation.

e. Satisfying and rewarding work may bring self-fulfillment.

f. People need to be recognized as having dignity and worth.

Sample

Infusion Activity

Name *(Optional)* **Grade level** *5-6*

Title:

Math—Addition and subtraction of multicolumn figures

Student outcomes:

The students will be able to add and subtract multicolumn figures in accordance with criteria acceptable at this grade level.

Activity as currently practiced:

The students complete a series of drill sheets and take a quiz at the end of the unit.

Materials and resources currently used:

Drill sheets

Quiz

Related concepts and/or outcome statements:

Consumer and economic awareness and educational awareness.

Students need to know that skills in reading, writing, and arithmetic are basic to career planning.

Activity modified to include the infusion process:

Give each student a check register. Tell the students that each of them has a $500 balance. Show them where to enter the balance. Hand out catalogs and ads from newspapers.

Resources and materials needed to expand this activity to include the infusion process:

Check registers

Advertisements from newspapers

Catalogs of toys and games or Sears catalogs

Activity modifications to include community cooperation/collaboration:

Ask parents to take the students shopping, and have the students keep a duplicate checkbook (cooperation).

Request check registers from a local bank, and work with the bank personnel to develop for classroom use activities that relate grade five and grade six math to occupations in banking (collaboration).

Sample

Infusion Activity

Name *(Optional)* Grade level *Secondary*

Title:

Social studies—"The History of the California Gold Rush"

Student outcomes:

Students will understand how the Gold Rush affected the growth of California.

Activity as currently practiced:

Read the chapter on the Gold Rush, view the Sutter Collection filmstrip, and answer the questions at the end of the chapter.

Materials and resources currently used:

Textbook, History of California *(State-adopted textbook)*

Filmstrip

Related concepts and/or outcome statements:

Consumer and economic awareness and attitudinal development

The students need to understand the relationship between school experiences and the world of work.

Activity modified to include the infusion process:

Follow the history of the Gold Rush through the eyes of tentmaker and sailmaker Levi Strauss. When the sail business failed, Levi Strauss made tents, pants, and jackets. He was able to adapt, and as a result, he survived when the Gold Rush ended.

Resources and materials needed to expand this activity to include the infusion process:

Brochure from Levi Strauss, San Francisco, on its history

Financial reports from the newspaper

Activity modifications to include community cooperation/collaboration:

Request information from Levi Strauss (cooperation).

Work with a representative of Levi Strauss to design activities for the classroom (collaboration).

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Infusion Activity

Name _____ Grade level _____

Title:

Student outcomes:

Activity as currently practiced:

Materials and resources currently used:

Related concepts and/or outcome statements:

Activity modified to include the infusion process:

Resources and materials needed to expand this activity to include the infusion process:

Activity modifications to include community cooperation/collaboration:

(Page 19 of the *Workshop Participant's Packet*)

Infusion Activity

Name _____ Grade level _____

Title:

Student outcomes:

Activity as currently practiced:

Materials and resources currently used:

Related concepts and/or outcome statements:

Activity modified to include the infusion process:

Resources and materials needed to expand this activity to include the infusion process:

Activity modifications to include community cooperation/collaboration:

(Page 21 of the *Workshop Participant's Packet*)

Infusion Activity

Name _____ Grade level _____

Title:

Student outcomes:

Activity as currently practiced:

Materials and resources currently used:

Related concepts and/or outcome statements:

Activity modified to include the infusion process:

Resources and materials needed to expand this activity to include the infusion process:

Activity modifications to include community cooperation/collaboration:

(Page 23 of the *Workshop Participant's Packet*)

Activity 5.0

Community Involvement

5.1 Large-group activity

5.1.1 Introduction—slide/tape presentation

5.1.2 Brainstorming

5.2 Small-group activity

5.2.1 Individual reading of "Hints for Effective Use of Community Resources"

5.2.2 Completion of file cards regarding community resources *and* sharing of responses within the small groups

5.2.3 In the small groups selection of at least one example from each of the categories to share with the other groups

5.3 Large-group activity

5.3.1 Report of the selections for Activity 5.2.3 above to the large group

5.4 Large-group activity

5.4.1 Presentation on local efforts in the area of community involvement (optional)

5.4.2 Presentation on the career information center (optional)

(Page 25 of the *Workshop Participant's Packet*)

5.0 Community Involvement

Objective, time, and evaluation method	*Topic*	*Trainer strategies*	*Resources/references*
Objective: By the end of the workshop, the participants will be able to identify at least five community resources for use in career education activities. *Time:* 50—60 minutes *Evaluation method:* Leaders' observations of group discussion	Community involvement Identification of community leaders	5.1 Introduce the concept of community involvement by showing the slide/tape presentation on community resources. 5.2 Have participants brainstorm in small groups to identify at least four educational purposes that could be enhanced by the use of community resources. Have the groups report their ideas to the large group; note the similarities that are mentioned, and develop one list. Possible purposes would include the following: • Teach some of the curriculum. • Relate how the curriculum is relevant to the world outside the classroom. • Provide information about jobs related to the curricular area. • Verify previous information, the content of class discussion, conclusions, or individual experiments. • Demonstrate how people are dependent on the products and services provided by people and interdependent on each other. • Describe factors involved in their own career development. 5.3 Indicate that one of the major purposes of career education is to bring increased meaning to what is taught in the classroom. 5.4 Have the participants read the section on community involvement in their workshop packets. 5.5 Conduct the "The More the Merrier" activity.	"Hints for Effective Use of Community Resources" (pages 22-23 of the *Workshop Participant's Packet*) "The More the Merrier"

5.0 Community Involvement (Continued)

Objective, time, and evaluation method	*Topic*	*Trainer strategies*	*Resources/references*
		5.6 Ask the participants to think of at least two community resources; have the participants share the resources with the entire group. Have a volunteer recorder write those mentioned on poster paper. As an alternative ask individual participants to fill out three small file cards that have questions relating to community resources. Participants may wish to complete extra cards. After an appropriate amount of time, ask the participants to share their responses with the small groups. Have the small groups select from each question category at least one example to share with the other groups.	Poster paper Marking pens Masking tape

The More the Merrier

1. Have participants work in their small groups; have each group select a recorder; ask each group to list as many ways as possible that a lead pencil can be used. (Allow five minutes for this portion of the exercise.) Record the total number of responses from each group on the chalkboard.

2. Have the participants carry out the procedure described above, but this time have them list possible uses for a brick. Qualify the instructions by telling the participants the following: (1) emphasize quantity, not quality; (2) allow each group member to make suggestions regardless of your own personal opinion; (3) let your imagination go; be creative; and (4) let one suggestion lead to another; borrow and associate ideas.

   (Allow five minutes for this portion of the exercise.) Record the total number of responses on the chalkboard, and discuss the differences among totals with the class. List on the chalkboard the reasons for the increases in the total number of responses per group between the "pencil" portion of the exercise and the "brick" portion of the exercise. Possible reasons for the increases will include:

   a. Familiarity with the game plan
   b. Additional instructions in the form of the four qualifiers

   You may ask whether each group feels that it is "putting it together" as a group.

3. Have the participants repeat the exercise, substituting "community resources" for the brick. Allow five minutes for this portion of the exercise. Record the total number of responses on the chalkboard, and discuss the differences among the three totals. Possible reasons for the continued increase in the total number of responses will probably include those cited previously.

Effective Use of Community Resources

The following information is designed to help teachers utilize resource persons in the most effective manner possible:

1. Prepare the students for the experience involving a community resource person. Possible preparation topics include the following:
   - What is to be learned from the resource person?
   - What is the purpose of this experience?
   - By what approximate date and within what time period should the activity take place?
   - How long should the experience last?
   - Would a question-and-answer session be desirable?
   - What is the relationship of the resource experience to the total program?
   - What preparatory and follow-up activities would be beneficial?
2. To ensure effective use of resource persons, consider the following suggestions:
   - Describe to the resource person the characteristics of the students—their ages, interests, abilities, and backgrounds in the topic area. This will enable the resource person to adapt her or his presentation to the students' levels of attention and comprehension.
   - Identify for the resource person any specific items that he or she should cover.
   - Identify the resource person's educational and occupational background and his or her qualifications in the topic area. This information could be used in an introduction and might include the individual's name, job title, training, experience, honors and awards, and special achievements.
   - Determine whether the resource person wishes to conduct a question-and-answer session for the students and, if so, whether she or he would like to receive a list of questions in advance.
   - In the case of a guest speaker, determine whether any special equipment is required—filmstrip projector, slide projector, or movie projector; tape recorder; phonograph; miscellaneous demonstration materials; and so on. These items must be arranged for in advance and should be tested to determine whether they are in good working order.
   - In the case of a field trip, determine whether any safety precautions will be necessary. Students need to be made aware of precautions and requirements ahead of time.
   - Ask the resource person whether she or he has any materials—brochures, posters, or pictures, for example—that can be given to the students to reinforce what they have learned.
   - Confirm for all involved parties the date and time that students will be meeting with the resource person.

- For a field trip be sure that those who need them receive complete directions to the destination.
- In the case of a guest speaker in the classroom, tell the guest speaker how to reach the school and where he or she will be met. Prepare for the speaker a school map that indicates the parking area, office, restrooms, and classroom.
- Prior to the experience discuss with the students matters of etiquette, especially courteous listening. Encourage them to decide what their responsibilities to the resource person are, including such items as appropriate advance preparation, attentiveness, participation in discussion, and mature evaluation of the experience.
- Remind students about the purpose of the experience, its relation to the regular curriculum, and any observation techniques/interview tools to be used.

3. In determining your role during the presentation, consider the following suggestions:
   - You can be of great assistance to the resource person if you position yourself so that you can observe both him or her and the students. This strategy generally ensures good manners from the class and, in the event that disciplinary action becomes necessary, permits you to act quickly and unobtrusively.
   - Don't hesitate to seek clarification of complicated information if you see that your students are becoming confused. A timely interruption may prevent lack of understanding and, therefore, lack of interest.
4. Allow for follow-up activities.
   - See that appreciation is expressed at the conclusion of the resource experience. Later, a formal thank you note, perhaps signed by the entire class, would be a nice gesture.
   - Assist students in analyzing the significance of what has been learned. Make appropriate concluding assignments that will help them relate what the resource person has told them to the work being carried on in the classroom.
   - Evaluate the experience. This will assist in improving the quality of these experiences from the point of view of the resource person, the teacher, and the students.

Hints for Effective Use of Community Resources

The information provided below deals with the reasons for using community resources, categories of community resources, and effectiveness of community resources.

Why Use Community Resources?

Community resources should be used to support and augment classroom instruction through:

1. Using concrete illustrations and demonstrations to clarify concepts and to make the teaching-learning process more relevant
2. Providing a more realistic picture of actual life and work situations
3. Merging career education concepts with real work needs
4. Expanding for students the ranges of opportunities, expertise, and information available to them
5. Providing accurate and current information about cultural experiences, life-styles, occupational opportunities, career ladders, and training requirements
6. Making the student more aware of the community as a place in which to live, work, and volunteer

Community resource persons participate in instructional programs in various ways. Many community representatives visit classrooms as demonstrators-speakers. They provide information about occupations and career ladders, talk about the manner in which leisure activities and life-styles complement work, describe and demonstrate skills related to a specific job or leisure activity, and/or discuss the importance and uses of education and training in various life roles.

Other community representatives host individuals or a small group of students at their place of employment. These resource persons guide students through a variety of job stations at the site; provide opportunities for students to interview employees of the firm; and discuss the hiring practices, needed training, desirable traits, and work standards required of employees. Often, community resource persons allow students to "sample" the duties and tasks involved in various jobs, thereby enabling students to discover the skills, work environments, and satisfactions that are associated with specific occupations.

Community Resource Categories

Community resources can generally be classified in one of three categories: (1) human resources; (2) services/facilities/activities; and (3) material resources.

Human resources include:

1. Staff members
2. Students
3. Parents
4. Speakers from industry, labor, business, education, government, community organizations, recreation, and so forth. (Speakers should be able to do more than just talk about occupations; they should be able to provide expertise to augment any learning situations.)

Services/facilities/activities include:

1. Field trips
2. Tours
3. Advisory committees
4. Work experience sponsors
5. Training opportunities for both students and teachers

Material resources include:

1. Audiovisual materials
2. Displays
3. Brochures and pamphlets
4. Demonstration kits
5. Books

Basis for Community Resource Effectiveness

To be effective, the community resource must:

1. Be relevant to the instructional objectives and learning objectives.
2. Contribute to subject-matter content.
3. Be appropriate for the age and career development stage of the student.
4. Be of value in the learning process.

Community Resources Questionnaire

(To be completed by teachers)

1. What community resources have you used, or what resources would you consider using?

Resource name, address, and phone number	Description of how you have used this resource or would use it
a.	a.
b.	b.
c.	c.
d.	d.

2. What community resources do you need but do not have?

a.	a.
b.	b.
c.	c.

3. What people or firms do you believe have potential as community resources but to your knowledge are not being utilized?

a.	a.
b.	b.
c.	c.

(Page 28 of the *Workshop Participant's Packet*)

Activity 6.0
Action Plan

6.1 Large-group activity

6.1.1 Introduction

6.1.2 Designation of groups and explanation of rationale

6.2 Small-group activity

6.2.1 Development of action plans

6.2.2 Discussion of action plans in small groups

6.3 Large-group activity

6.3.1 Discussion of small-group action plans

6.3.2 Finalization of action plans

(Page 30 of the *Workshop Participant's Packet*)

6.0 Action Plan

Objective, time, and evaluation method	*Topic*	*Trainer strategies*	*Resources/references*
Objective: By the end of the workshop, the participants will have designed an action plan for implementing career education. *Time:* 90 minutes *Evaluation method:* Completed action plan	Introduction to action plans Development of an action plan	6.1 Have the participants gather in prearranged groups for implementation planning. (Work with the site representative to determine the group arrangement.) 6.2 Describe the format for an action plan. 6.2.1 Discuss the procedures appropriate to each heading on the format sheets; provide examples. 6.3 Have each group devise an action plan that includes specific tasks and the name of the person responsible for completing each task. 6.4 After an appropriate amount of time, ask the groups to present their action plans to the large group.	List of groups Format sheets

Development of an Action Plan

The implementation of career education can best be achieved through reorientation of education at all levels. To facilitate career education implementation, each district or school must develop its own action plan for utilizing the master trainer process in accordance with local needs and priorities. The action plan should include the following components:

- A statement of goals and objectives
- A step-by-step outline specifying how changes will be made
- Target dates for initiating and completing the steps outlined
- The names of the persons responsible for implementation of the steps in the action plan

With each component of an action plan carefully outlined, district personnel are able to implement the master trainer process to initiate or expand career education activities for *all* learners.

In the development of district career education action plans, consideration should be given to needs assessments, management, staff development, community and parental involvement, evaluation, and program finances. Tasks related to each consideration are illustrated below:

1. *Needs assessment*
   - Determine the critical needs of the population being served.
   - Determine the district personnel and resources required to meet the needs of the learners.
   - Involve students and community members in planning work observations, exploration, and "learning-by-doing" experiences.
2. *Management*
   - Adapt or adopt policies to support plans for providing career education opportunities to all learners.
   - Manage the development and dissemination of resources.
   - Obtain staff commitment to undertake tasks involved in the master trainer workshops.
   - Provide continuous assistance to teachers, counselors, administrators, and others.
   - Provide opportunities for elementary, secondary, and postsecondary staff groups to coordinate and articulate career education activities.
3. *Staff development*
   - Develop the skills to analyze and evaluate existing instructional and guidance programs to determine the extent of career education activities.
   - Develop the skills to infuse career education goals into the existing instructional and guidance programs.
   - Develop awareness of the steps necessary to eliminate bias, stereotyping, and discrimination related to age, sex, ethnic background, and handicap.

(Pages 31-32 of the *Workshop Participant's Packet*)

4. *Community and parental involvement*
   - Promote opportunities for community members and parents to become involved in the career education process.
   - Utilize community resources effectively and efficiently.
   - Acquaint parents and other community members with the design of a comprehensive career education plan, and involve them in the implementation of such a plan.
5. *Evaluation*
   - Provide objective-referenced evaluation of student growth related to career education goals.
   - Relate the evaluation of career education "products" to ongoing assessment practices.
   - Provide for evaluation of the effectiveness of operational plans to achieve desired outcomes for learners.
6. *Program finances*
   - Identify internal and external financial resources that are available for career education.
   - Identify existing federally funded and state-funded programs from which funds might be redirected to achieve both the program objectives and the career education goals.

Sample

Action Plan

(This action plan will serve as the basis for a follow-up study to be conducted at a later date to assist local personnel with implementation strategies.)

Action item number	Action step	Date of action initiation	Date by which results should be achieved	Person(s) responsible for implementation (name and title)
1.	Help the faculty to develop and understand career clusters related to each subject area.	After May 7, 198_	June 17, 198_	Principal (or designee)
2.	Develop a career information coordination center.	Right away	Continuous building	Principal (or designee)
3.	Acquaint the faculty with the career center and the services available within our school.	After May 7, 198_	June 17, 198_	Principal (or designee)
4.	Acquaint the faculty with what is already being done within each department.	After May 7, 198_	June 17, 198_	Principal (or designee)
5.	Evaluate the infusion program developed by the workshop participants.	May 7, 198_	May 7, 198_	Workshop team
6.	Develop infusion programs for all areas and students, including the handicapped.	Fall, 198_	By the end of the 198_-8_ school year	Principal
7.	Conduct training sessions for the remainder of the faculty.	September, 198_	September, 198_	Workshop team

Action Plan

Action item number	Action step	Date of action initiation	Date by which results should be achieved	Person(s) responsible for implementation (name and title)

Action Plan

Action item number	Action step	Date of action initiation	Date by which results should be achieved	Person(s) responsible for implementation (name and title)

(Page 35 of the *Workshop Participant's Packet*)

Action Plan

Action item number	Action step	Date of action initiation	Date by which results should be achieved	Person(s) responsible for implementation (name and title)

7.0 Closure and Evaluation

Objective, time, and evaluation method	*Topic*	*Trainer strategies*	*Resources/references*
Objective: At the end of the workshop, the participants will evaluate the workshop process and identify follow-up steps for implementing career education. *Time:* 30 minutes *Evaluation method:* Post-test Completed evaluation forms	Summary and feedback Planning of the next step Evaluation	7.1 Discuss with the participants the implementation of the action plans that they have developed. 7.2 Discuss the follow-up visit: • Who will be involved? • When will the follow-up meeting be held? • How much time will be allowed? Will a general session be held after school? 7.3 Discuss additional technical assistance (material resources, human resources, and so on) that could be provided.	

III. Follow-up Process

Approximately six to 12 weeks after completion of the two-day master trainer workshop, the state consultant and the master trainer team members will return to the participating district. The consultant and the team members will determine the extent to which the district or school has implemented its action plan and will provide technical assistance, if needed, to accomplish those steps outlined in the plan. The consultant and team members will utilize the following procedures to determine the degree of plan implementation:

1. Visit the office of each school principal and the district superintendent, and ask the questions indicated on the following Interview Form. Note that the last part of the form provides for room for you to note any observed changes attributable to the action plan. (Encourage each respondent to take you on a tour.)
2. Review the action plan developed at the workshop, and determine the implementation stage for *each identified action step.* The Action Step Implementation Scale below shows the number codes to be used in describing the implementation stages. To facilitate the rating, give the respondent a copy of the scale for reference during the interview. After the respondent has described the implementation progress for each step, write the appropriate code number for each step of the district's or school's action plan.

Action Step Implementation Scale

1. The action step is under way as planned and is on schedule.
2. The action step is under way as planned but is behind schedule.
3. The action step is under way but has been revised.
4. The implementation status is unknown.
5. Implementation is unlikely.
6. The action step is inappropriate or has been rejected.

Interview Form

1. Did you feel that the steps listed on the action plan (as developed at the career education workshop) were reasonable; that is, realistic in terms of your present resources?

2. What happened to the action plan after the workshop? (Who received copies? Who used it?)

3. Are there any ways in which your school/district has changed as a result of implementing the action plan?

4. Do you have any concerns that may impede progress in implementing the planned steps of the action plan?

5. Who is primarily responsible for implementing the action steps?

6. Have any action steps been added or revised? Please explain.

7. Are there outcomes of the workshop or action plan that we have not discussed (improved communications, better relationships, and so on)?

NOTE: The interviewer should note here any observed system changes attributable to the action plan.

Other Publications Available from the Department of Education

Implementing Career Education: Master Trainer Project Handbook is one of approximately 450 publications that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

California Master Plan for Special Education (1974)	$1.00†
California Private School Directory, 1979	5.00
California Public School Directory, 1980	11.00
California Public Schools Selected Statistics, 1977-78 (1979)	1.00
California School Accounting Manual (1978)	1.65
California Schools Beyond Serrano (1979)	.85
Career Education: A Position Paper on Career Development and Preparation (1974)	.85
Career Education Microfiche Collection Catalog (1975)	.85
Computers for Learning (1977)	1.25
Directory of Private Postsecondary Institutions in California (1978)	1.50
Discussion Guide for the California School Improvement Program (1978)	1.50*†
District Master Plan for School Improvement (1979)	1.50*
English Language Framework for California Public Schools (1976)	1.50
Establishing School Site Councils: The California School Improvement Program (1977)	1.50*†
Evaluation Report of Consolidated Application Programs (1979)	2.25
Genetic Conditions: A Resource Book and Instructional Guide (1977)	1.30
Guidance Services in Adult Education (1979)	2.25
Guide for Multicultural Education: Content and Context (1977)	1.25
Guide for Ongoing Planning (1977)	1.10
Handbook for Assessing an Elementary School Program (1980)	1.50*
Handbook for Assessing a Secondary School Program (1979)	1.50*
Handbook for Instruction on Aging (1978)	1.75
Handbook for Planning an Effective Reading Program (1979)	1.50*
A Handbook Regarding the Privacy and Disclosure of Pupil Records (1978)	.85
Health Instruction Framework for California Public Schools (1978)	1.35
Implementing Career Education: An Administrator's Handbook (1976)	.85
Implementing Career Education: California Plan, 1978-1983 (1979)	.85
Implementing Career Education: Community Involvement (1977)	.85
Implementing Career Education: Concept and Process (1977)	.85
Implementing Career Education: Exemplary Practices (1977)	.85
Implementing Career Education: Instructional Strategies Guide (1977)	.85
Implementing Career Education: Master Trainer Workshop Participant's Packet (1980)	1.25
Implementing Career Education: Resources Guide (1979)	.85
Improving the Human Environment of Schools (1979)	2.50
Liability Insurance in California Public Schools (1978)	2.00
A New Era in Special Education: California Master Plan in Action (1979)	2.00
Parents Can Be Partners (1978)	1.35*
Pedestrian Rules of the Road in California (1979)	1.50
Physical Education for Children, Ages Four Through Nine (1978)	2.50
Planning for Multicultural Education as a Part of School Improvement (1979)	1.25*
Planning Handbook (1978)	1.50*
Publicizing Adult Education Programs (1978)	2.00
Putting It Together with Parents (1979)	.85†
Report of the Ad Hoc Committee on Integrated Educational Programs (1978)	2.60
Science Framework for California Public Schools (1978)	1.65
Site Management (1977)	1.50
Social Sciences Education Framework for California Public Schools (1975)	1.10
Sources of Information in Career Education: An Annotated Bibliography (1975)	.85
Student Achievement in California Schools (1979)	1.25
Students' Rights and Responsibilities Handbook (1978)	1.50†
Teaching About Sexually Transmitted Diseases (1979)	1.65
A Unified Approach to Occupational Education: Report of the Commission on Vocational Education (1979)	2.00

Orders should be directed to:

California State Department of Education
P.O. Box 271
Sacramento, CA 95802

Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from government agencies in California. Sales tax should be added to all orders from California purchasers.

A complete list of publications available from the Department may be obtained by writing to the address listed above.

†Also available in Spanish, at the price indicated.
*Developed for implementation of AB 65.

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